Concepts and Related Information

GALLUP PROCESS

       o Study of Success   -- The outstanding leaders
       o A Concept   -- Competencies unique to leadership
       o A Technology   -- Leadership Competency Interview
       o Validation Research -- Reliability and Validity

I. STUDY OF SUCCESS

"Over thirty years ago in my graduate study in psychology it became evident to me that psychologists had historically studied what was wrong with people rather than what worked. I realized then, that too often, people were being characterized by their problems and weaknesses rather than their *talents.* That realization led me to the necessity for studying successful people. As a result, it became clear that the highly productive people in any profession know something different and talk- differently from the mediocre or low achievers. The only way to learn to identify the difference in any profession is to study the successful performers. This has been and will continue to be SRI's focus ... *to study success* in order to be able to identify it."

      Dr. Donald 0. Clifton, President, CEO, Gallup Inc.

TALENT - Talent is a person's capacity for a near perfect performance. We cannot create talent, we can only discover talent. How can we discover talent in individuals'?

HOW TO DISCOVER TALENT

       o Pay attention to yearning - "I might like to do that."
       o Pay attention to satisfaction - "I enjoy doing that." We can only discover talent through experience.
       o Pay attention to areas of rapid learning "Almost always rapid learners!!"
       o Begin to see glimpses of excellence - "Watch for exceptional performances."
       o See excellence in the total performance.
       o Ask- them - use an interview.

TALENT / NON-TALENT

If we believe in talent, we must also believe in non-talent. Every person has both talent as well as non-talent. The great manager / developer is committed to maximize the strength and manage the limitations. This flies in the face of people who believe, "Anyone can do anything if he/she wants to and works hard at it."

TALENT / SKILLS - Skills are different from talents. **-** "We need to train ('skills) according to a person's capacities (talents).

II. LIFE THEME CONCEPT

A life theme is a recurring pattern of thought, feeling and behavior. In every person there are themes that characterize him/her over a long period of time. These themes are spontaneously arouse able and thus characterize the dominant behavior of that person. When we characterize people by a dominant behavior, we are thinking about their themes.

COMMON SET

In every person there is a uniqueness that defines the person's style, and yet a *common set of life themes* that explains the person's success."
    James A. Sorensen, Ph.D.
GALLUP INTERVIEW - This is a set of critical questions with "listen for's" from the outstanding in that profession.

"ASK EM" - The best source on you is you. "If you want to find out about normal people, just ask them... You can make

some very accurate predictions if you pay attention to what people have to say."

RIGHT QUESTIONS

It is amazing to me how much can be learned about a person in a very short period of time by asking the *right questions* in such a way that establishes trust and allows for their best expression. However, we know asking good questions with a certain technique is not sufficient by itself. More importantly, it is crucial to know what to listen for and how to objectively analyze that information. The leadership competency interview is the most effective way to hear and analyze the thought patterns or competencies of successful people. The success of this personally conducted, tape-recorded interview seems to be the fact that it is objective, and cuts out all the superfluous information that often clutters our communication patterns during the interviewing and selection process. It *strikes at the core* of the person, what is inside ... their life themes.

STRESS FREE INTERVIEWS - An *interview is as stress-free* as it can be when the 'interviewer has an accepting attitude toward the interviewee and wants the interviewee, to be relaxed so that he/she can reveal himself / herself as easily as possible ... asking the person open-ended questions rather than probing, stress questions.

STRUCTURED INTERVIEW - The structure in the structured interview is the questions... you ask the same questions the same way time after time; that is, the stimulus stays the same.

III. SELECTION

Finding the *right people* is the most important determinant of what any organization can become. Persons with the responsibility for selection of personnel are the definers of organizations, schools, etc. Selection time is the only time to define the present as well as the future,.

ASSESSMENT / DECISION - Any selection process should have two components: *assessment* (Is the talent available?) and *decision* (Which of the talents available Is right for now?) Get the right person in the right place.

INTERVIEWING PROCESS - Interviewing is usually a very difficult process because one needs to ask questions, understand data, and decide - all three simultaneously. In using the Leadership Competency Interview one can ask the questions at one time and at another time understand and decide.

REFERENCES - References have limited use because often the writer usually speaks about the themes in themselves that he/she sees in the candidate.

IV. RESEARCH ASSUMPTIONS - Leadership Competency Interview - A Measure of Social Intelligence - Other instruments measure abstract and concrete intelligence.

   o There are differences in talents among people. These differences are different in all settings.
   o These differences are measurable.
   o People who are around a given person can best tell the person's effectiveness.
   o People will tell the truth. People will give the information needed in a truthful manner if their anonymity is guaranteed.

RELIABILITY - Reliability is consistency. A reliable instrument is consistent over time.

o Internal Consistency	Split Half Reliability
o Inter Judge Reliability	90 to 95% (Minimum 85%)
o Test -Retest Reliability	Over time

VALIDITY

   Is it true? Does the instrument measure what it proports to measure'? Many, instruments have only one reliability, they have never asked the question, "Is it true'?"

Content Validity - Is the instrument consistent in the culture and philosophy under which it is used? Does it make sense to the potential respondents?

Construct Validity - Measures the internal consistency of the instrument in a statistical sense. What are the relationships between the items and the competencies.

Concurrent Validity - The measure of the instrument documentation of a wide range of known preferences.

Predictive Validity - A type of concurrent validity - one measure is taken later, not at the same time.

V. DEVELOPMENT

Tx (R+E+R)   Talent x (Relationship + Expectation + Recognition/Reward) = P3 (Per Person Productivity)

     o Talent is our capacity for a near perfect performance.

     o ***Talent develops only in response to another human being****. If* I know you will do things for me for my own good, then I will let you help me and your expectations motivate me.

     o We are not achievers until someone expects something of us. And if the expectation matches our talent potential, there is motivation and growth. ***Studying the talent to achieve the right expectation is crucial****.*

IDENTIFY TALENT AND DEVELOP IT - Today most organizations can become better by identifying the talent they already have and maximizing it. Selection time only offers the opportunity to add new *talent* to an organization.

GREATEST GOOD - The greatest good we can do for others is not just to share our riches with them, but to reveal their riches to themselves.

MOVE FROM STRENGTH - Maximize the strengths and manage the weaknesses... "Move from strength.@ Talent unnoticed goes undeveloped.

     "Let's get our strengths together and make our weaknesses irrelevant." *Peter Drucker*

MANAGE

     "Great managers set people up for success and poor managers set people up." *James Sorensen, Ph.D.*

     "Paul Principle-Poor managers manage talented people poorly. Therefore, talent fails faster under a poor manager."

IT TAKES MORE TALENT TO MANAGE TALENTED PEOPLE.

     The best way to destroy a human being fist - Ask them to do repeatedly that for which they have no adequate response in their repertoire.

VI. HANDY DEFINITIONS - **LEARNING** - Making sense out of your experience. - **LEARNING** - Making adjustments in that which you already know. **SUCCESS** - A progressive, measurable achievement of a goal. **EXCELLENCE** - The manifestation of talent through practice and learning. **GENIUS** - Two or three talents maximized.